DOCUMENT RESUME

ED 178 601 TM 009 810

AUTHOR	Matthews, Kenneth M.; Brown, Carvin L.
TITLE	The Student Achievement Diagnostic Questionnaire (SADQ).
PUB DATE	79
NOTE	13p.
AVAILABLE FROM	University of Georgia, G-10 Aderhold Hall, Athens, GA 30602 (short form, $0.16 ea.; long form, $0.30 ea.)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Ability; *Attitude Tests; Elementary Secondary Education; English; Mathematics; Participant Satisfaction; Perception; Principals; *Program Attitudes; Rating Scales; Sciences; *Self Concept Tests; *Self Evaluation; Social Studies; *Student Teacher Relationship; Teacher Attitudes; Teachers; Test Reliability
IDENTIFIERS	*Student Achievement Diagnostic Questionnaire; Test Length

ABSTRACT

The Student Achievement Diagnostic Questionnaire (SADQ) is described as measuring: (1) student self concept of ability in English, mathematics, science, and social studies; (2) student attitudes toward their teachers in each of the subjects; (3) student perception of the expectations these teachers have for student achievement in these subjects; and (4) student perception of the future utility of the four subject areas. The 64-item questionnaire is presented, followed by the answer sheet; answers are scaled from seven (strong/high) to one (weak/low). Several 16-item short forms, which include both the questions and the answer sheets, are also included: (1) general SADQ; (2) English; (3) Mathematics; (4) science; (5) social studies; and (6) SADQ for principals--which measures perception of principals' general attitudes toward student achievement. A brief description of field tests of the SADQ is presented, including statistical data on test results and reliability based upon SADQ administration to 2,304 fourth through twelfth grade students in six Georgia public schools. It is suggested that SADQ data can be used to measure motivation to achieve, and to examine differences between schools, grades, and academic subjects. (GDC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED178601

THE STUDENT ACHIEVEMENT DIAGNOSTIC QUESTIONNAIRE (SADQ)

The SADQ provides measures of: (1) Student's self-concepts of ability in specific subject areas, (2) Students' attitudes toward subject area teachers, (3) Students' perceptions of expectations subject area teachers have for performance in their academic disciplines, and (4) Students' perceptions of the future utility of English, mathematics, science, and social studies.

Analysis of student responses to the SADQ will provide educators with a quantitative basis for determining areas in need of improvement. In individual schools, comparisons can be made between subjects within grades, as well as between different grades for the same academic discipline. The specific data provided include mean scores for each grade within each school for:

(1) Students' self-concepts of ability in English, mathematics, science, and social studies.

(2) Students' attitudes toward their English, mathematics, science, and social studies teachers.

(3) Students' perceptions of the expectations their English, mathematics, science, and social studies teachers have for performance in the subjects they teach.

(4) Students' perceptions of the future utility of English, mathematics, science, and social studies.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Kenneth Matthews

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TM009 810

S A
D Q

STUDENT ACHIEVEMENT DIAGNOSTIC QUESTIONNAIRE

1. How much does your *English* teacher want you to learn?
2. How much does your *Science* teacher want you to do your best?
3. How much does your *Math* teacher want you to learn?
4. What is your true ability in *Social Studies*?

5. How much do you want to do what your *English* teacher likes you to do?
6. How good are you at getting high scores in *Math*?
7. How much does your *English* teacher want you to study?
8. How much will *Social Studies* help you be successful?

9. How much will *English* help you in your future work?
10. How much do you like the way your *Social Studies* teacher works with you?
11. How much will *Science* help you be successful?
12. How much do you want to please your *English* teacher?

13. How much does your *Math* teacher please you?
14. How much will *English* help you be successful?
15. How much does your *Social Studies* teacher want you to study?
16. How much will *Math* help you be successful?

17. How important does your *English* teacher think their subject is?
18. How much will *Social Studies* help you in your future work?
19. How much do you like the way your *Science* teacher works with you?
20. How good a student are you in *Math*?

21. How much does your *English* teacher please you?
22. How much does your *Math* teacher want you to do your best?
23. How much do you want to please your *Science* teacher?
24. How much will *English* help you to do what you want to do in life?

25. How much does your *Science* teacher want you to learn?
26. How much will *Math* help you live a better life?
27. How much does your *English* teacher want you to do your best?
28. How much will *Science* help you live a better life?

29. How important does your *Math* teacher think their subject is?
30. How much does your *Science* teacher want you to study?
31. How much does your *Social Studies* teacher want you to do your best?
32. How much does your *Math* teacher want you to study?

TURN THE PAGE

Copyright: Kenneth M. Matthews and Carvin L. Brown, 1977

TM009 810

STUDENT ACHIEVEMENT DIAGNOSTIC QUESTIONNAIRE

33. How good a student are you in *Social Studies*?
34. What is your true ability in *Science*?
35. How much will *Math* help you in your future work?
36. How good are you at getting high scores in *Science*?

37. How much do you want to please your *Math* teacher?
38. How important does your *Social Studies* teacher think their subject is?
39. How important does your *Science* teacher think their subject is?
40. How much does your *Social Studies* teacher want you to learn?

41. How good are you at getting high scores in *English*?
42. How much do you want to do what your *Social Studies* teacher likes you to do?
43. What is your true ability in *Math*?
44. How much will *English* help you live a better life?

45. How good are you at learning *Social Studies*?
46. How good a student are you in *English*?
47. How good are you at getting high scores in *Social Studies*?
48. How much will *Science* help you in your future work?

49. How much do you like the way your *English* teacher works with you?
50. How much do you want to please your *Social Studies* teacher?
51. What is your true ability in *English*?
52. How much does your *Science* teacher please you?

53. How much do you like the way your *Math* teacher works with you?
54. How much will *Social Studies* help you live a better life?
55. How much will *Science* help you do what you want to do in life?
56. How good are you at learning *Math*?

57. How much does your *Social Studies* teacher please you?
58. How much do you want to do what your *Math* teacher likes you to do?
59. How good are you at learning *Science*?
60. How much will *Social Studies* help you do what you want to do in life?

61. How good a student are you in *Science*?
62. How much will *Math* help you do what you want to do in life?
63. How good are you at learning *English*?
64. How much do you want to do what your *Science* teacher likes you to do?

Copyright: Kenneth M. Matthews and Carvin L. Brown, 1977

STUDENT ACHIEVEMENT DIAGNOSTIC QUESTIONNAIRE

Name _____
First Last

School _____

Race: Black ○ White ○ Other ○

Sex: Female ○ Male ○

What grade are you in?

How far did your Father go in school?

- ○ Did not finish high school
- ○ Graduated from high school
- ○ Attended some school or college after high school
- ○ Graduated from college
- ○ I don't know

1. Strong ○○○○○○○○ Weak
2. Low ○○○○○○○○ High
3. Weak ○○○○○○○○ Strong
4. High ○○○○○○○○ Low

5. Strong ○○○○○○○○ Weak
6. Low ○○○○○○○○ High
7. Large ○○○○○○○○ Small
8. Large ○○○○○○○○ Small

9. Small ○○○○○○○○ Large
10. Small ○○○○○○○○ Large
11. Large ○○○○○○○○ Small
12. Low ○○○○○○○○ High

13. Low ○○○○○○○○ High
14. Small ○○○○○○○○ Large
15. Large ○○○○○○○○ Small
16. Small ○○○○○○○○ Large

17. Low ○○○○○○○○ High
18. Small ○○○○○○○○ Large
19. Small ○○○○○○○○ Large
20. Bad ○○○○○○○○ Good

21. Low ○○○○○○○○ High
22. High ○○○○○○○○ Low
23. High ○○○○○○○○ Low
24. Large ○○○○○○○○ Small

25. Strong ○○○○○○○○ Weak
26. Small ○○○○○○○○ Large
27. Low ○○○○○○○○ High
28. Large ○○○○○○○○ Small

29. High ○○○○○○○○ Low
30. Large ○○○○○○○○ Small
31. Low ○○○○○○○○ High
32. Small ○○○○○○○○ Large

33. Bad ○○○○○○○○ Good
34. High ○○○○○○○○ Low
35. Large ○○○○○○○○ Small
36. Low ○○○○○○○○ High

37. High ○○○○○○○○ Low
38. Low ○○○○○○○○ High
39. Low ○○○○○○○○ High
40. Strong ○○○○○○○○ Weak

41. High ○○○○○○○○ Low
42. Strong ○○○○○○○○ Weak
43. High ○○○○○○○○ Low
44. Large ○○○○○○○○ Small

45. Bad ○○○○○○○○ Good
46. Bad ○○○○○○○○ Good
47. High ○○○○○○○○ Low
48. Small ○○○○○○○○ Large

49. Large ○○○○○○○○ Small
50. High ○○○○○○○○ Low
51. Low ○○○○○○○○ High
52. High ○○○○○○○○ Low

53. Large ○○○○○○○○ Small
54. Small ○○○○○○○○ Large
55. Small ○○○○○○○○ Large
56. Good ○○○○○○○○ Bad

57. Low ○○○○○○○○ High
58. Weak ○○○○○○○○ Strong
59. Bad ○○○○○○○○ Good
60. Large ○○○○○○○○ Small

61. Good ○○○○○○○○ Bad
62. Large ○○○○○○○○ Small
63. Good ○○○○○○○○ Bad
64. Weak ○○○○○○○○ Strong

Copyright: Kenneth M. Matthews and Carvin L. Brown, 1977

THE STUDENT ACHIEVEMENT
DIAGNOSTIC QUESTIONNAIRE (Short Form)

The short form of the "Student Achievement Diagnostic Questionnaire" (SADQ) is designed to provide basic information critical to the effective motivation of students to achieve in school. The instrument provides specific measures of students' self-concepts of ability, attitudes toward teachers, perceptions of teachers' expectations, and future utility of school.

The scores provided enable comparisons to be made among grades within schools, as well as for the same grades between schools for each of the four motivational variables. These comparisons enable motivational deficiences to be diagnosed and clearly indicate appropriate motivational strategies.

Administration time for the short form of the "Student Achievement Diagnostic Questionnaire" is approximately 20 minutes per class and hand scoring takes about one minute per student.

TM009 810

STUDENT ACHIEVEMENT DIAGNOSTIC QUESTIONNAIRE

(short form)

1. **How much do your teachers want you to learn?**

   Strong ⑦ ⑥ ⑤ ④ ③ ② ① Weak

2. **How much do you want to do what your teachers like you to do?**

   Strong ⑦ ⑥ ⑤ ④ ③ ② ① Weak

3. **How much do your teachers want you to study?**

   Large ⑦ ⑥ ⑤ ④ ③ ② ① Small

4. **How much will school help you in your future work?**

   Small ① ② ③ ④ ⑤ ⑥ ⑦ Large

5. **How much do you like to please your teachers?**

   Low ① ② ③ ④ ⑤ ⑥ ⑦ High

6. **How much will school help you to be successful?**

   Small ① ② ③ ④ ⑤ ⑥ ⑦ Large

7. **How important do your teachers think school is?**

   Low ① ② ③ ④ ⑤ ⑥ ⑦ High

8. **How much do your teachers please you?**

   Low ① ② ③ ④ ⑤ ⑥ ⑦ High

9. **How much will school help you to do what you want to do in life?**

   Large ⑦ ⑥ ⑤ ④ ③ ② ① Small

10. **How much do your teachers want you to do your best?**

    Low ① ② ③ ④ ⑤ ⑥ ⑦ High

11. **How good are you at getting high scores in school?**

    High ⑦ ⑥ ⑤ ④ ③ ② ① Low

12. **How much will school help you to live a better life?**

    Large ⑦ ⑥ ⑤ ④ ③ ② ① Small

13. **How good a student are you in school?**

    Bad ① ② ③ ④ ⑤ ⑥ ⑦ Good

14. **How much do you like the way your teachers work with you?**

    Large ⑦ ⑥ ⑤ ④ ③ ② ① Small

15. **What is your true ability in school?**

    Low ① ② ③ ④ ⑤ ⑥ ⑦ High

16. **How good are you at learning in school?**

    Good ⑦ ⑥ ⑤ ④ ③ ② ① Bad

Copyright: Kenneth M. Matthews © 1978

FIELD TESTS OF THE

STUDENT ACHIEVEMENT DIAGNOSTIC QUESTIONNAIRE

The Sample

The "Student Achievment Diagnostic Questionnaire" (SADQ) was administered to 2,304 fourth through twelfth grade pupils enrolled in six Georgia public schools during the 1977-78 school year. The pupil populations were selected by each of the sample schools with the stipulation that if a grade level was chosen, then all pupils in that grade would be included in the sample.

The Results

In all analyses of pupil responses to the total SADQ and to items for each academic discipline cases with missing data were deleted. The analyses indicate odd-even reliability estimates ranging from .8066 for Math responses to .9363 for responses to all SADQ items. The range of means among grades among schools, in terms of standard deviations, was 1.709 for the total SADQ, 1.614 for English, 1.459 for Mathematics, 1.588 for Science, and 1.552 for Social Studies. These ranges indicate the power of the instrument to discriminate and to identify groups with severe deficiencies.

Descriptive Statistics

	Total SADQ	English	Math	Science	Social Studies
Means	5.854	5.916	6.033	5.723	5.675
Medians	6.018	6.134	6.279	5.970	5.868
Standard Deviations	.808	.926	.891	1.057	1.023
Number of Cases	1,465	1,951	1,951	1,844	1,967
Odd-Even Correlations	.9363	.8551	.8066	.8583	.8365
Levels of Significance	.001	.001	.001	.001	.001
Range of Means for All Ss.	4.422	5.313	5.250	5.750	6.000
Range of Means Among Grades Among Schools	1.381	1.495	1.300	1.678	1.588

STUDENT ACHIEVEMENT DIAGNOSTIC QUESTIONNAIRE

(ENGLISH SHORT FORM)

1. *How much does your English teacher want you to learn?*

STRONG 0 0 0 0 0 0 0 WEAK

2. *How much do you want to do what your English teacher likes you to do?*

STRONG 0 0 0 0 0 0 0 WEAK

3. *How much does your English teacher want you to study?*

LARGE 0 0 0 0 0 0 0 WEAK

4. *How much will English help you in your future work?*

SMALL 0 0 0 0 0 0 0 LARGE

5. *How much do you like to please your English teacher?*

LOW 0 0 0 0 0 0 0 HIGH

6. *How much will English help you to be successful?*

SMALL 0 0 0 0 0 0 0 LARGE

7. *How important does your English teacher think English is?*

LOW 0 0 0 0 0 0 0 HIGH

8. *How much does your English teacher please you?*

LOW 0 0 0 0 0 0 0 HIGH

9. *How much will English help you to do what you want to do in life?*

LARGE 0 0 0 0 0 0 0 SMALL

10. *How much does your English teacher want you to do your best?*

LOW 0 0 0 0 0 0 0 HIGH

11. *How good are you at getting high scores in English?*

HIGH 0 0 0 0 0 0 0 LOW

12. *How much will English help you to live a better life?*

LARGE 0 0 0 0 0 0 0 SMALL

13. *How good a student are you in English?*

BAD 0 0 0 0 0 0 0 GOOD

14. *How much do you like the way your English teacher works with you?*

LARGE 0 0 0 0 0 0 0 SMALL

15. *What is your true ability in English?*

LOW 0 0 0 0 0 0 0 HIGH

16. *How good are you at learning English?*

GOOD 0 0 0 0 0 0 0 BAD

Copyright: Kenneth M. Matthews, 1979 ©

STUDENT ACHIEVEMENT DIAGNOSTIC QUESTIONNAIRE
(MATHEMATICS SHORT FORM)

1. How much does your Math teacher want you to learn?

STRONG 0 0 0 0 0 0 0 WEAK

2. How much do you want to do what your Math teacher likes you to do?

STRONG 0 0 0 0 0 0 0 WEAK

3. How much does your Math teacher want you to study?

LARGE 0 0 0 0 0 0 0 SMALL

4. How much will Math help you in your future work?

SMALL 0 0 0 0 0 0 0 LARGE

5. How much do you like to please your Math teacher?

LOW 0 0 0 0 0 0 0 HIGH

6. How much will Math help you to be successful?

SMALL 0 0 0 0 0 0 0 LARGE

7. How important does your Math teacher think Math is?

LOW 0 0 0 0 0 0 0 HIGH

8. How much does your Math teacher please you?

LOW 0 0 0 0 0 0 0 HIGH

9. How much will Math help you to do what you want to do in life?

LARGE 0 0 0 0 0 0 0 SMALL

10. How much does your Math teacher want you to do your best?

LOW 0 0 0 0 0 0 0 HIGH

11. How good are you at getting high scores in Math?

HIGH 0 0 0 0 0 0 0 LOW

12. How much will Math help you to live a better life?

LARGE 0 0 0 0 0 0 0 SMALL

13. How good a student are you in Math?

BAD 0 0 0 0 0 0 0 GOOD

14. How much do you like the way your Math teacher works with you?

LARGE 0 0 0 0 0 0 0 SMALL

15. What is your true ability in Math?

LOW 0 0 0 0 0 0 0 HIGH

16. How good are you at learning Math?

GOOD 0 0 0 0 0 0 0 BAD

Copyright: Kenneth M. Matthews, 1979 ©

STUDENT ACHIEVEMENT DIAGNOSTIC QUESTIONNAIRE
(SCIENCE SHORT FORM)

1. *How much does your Science teacher want you to learn?*

STRONG 0 0 0 0 0 0 0 WEAK

2. *How much do you want to do wnat your Science teacher likes you to do?*

STRONG 0 0 0 0 0 0 0 WEAK

3. *How much does your Science teacher want you to study?*

LARGE 0 0 0 0 0 0 0 SMALL

4. *How much will Science help you in your future work?*

SMALL 0 0 0 0 0 0 0 LARGE

5. *How much do you like to please your Science teacher?*

LOW 0 0 0 0 0 0 0 HIGH

6. *How much will Science help you to be successful?*

SMALL 0 0 0 0 0 0 0 LARGE

7. *How important does your Science teacher think Science is?*

LOW 0 0 0 0 0 0 0 HIGH

8. *How much does your Science teacher please you?*

LOW 0 0 0 0 0 0 0 HIGH

9. *How much will Science help you to do what you want to do in life?*

LARGE 0 0 0 0 0 0 0 SMALL

10. *How much does your Science teacher want you to do your best?*

LOW 0 0 0 0 0 0 0 HIGH

11. *How good are you at getting high scores in Science?*

HIGH 0 0 0 0 0 0 0 LOW

12. *How much will Science help you to live a better life?*

LARGE 0 0 0 0 0 0 0 SMALL

13. *How good a student are you in Science?*

BAD 0 0 0 0 0 0 0 GOOD

14. *How much do you like the way your Science teacher works with you?*

LARGE 0 0 0 0 0 0 0 SMALL

15. *What is your true ability in Science?*

LOW 0 0 0 0 0 0 0 HIGH

16. *How good are you at learning Science?*

GOOD 0 0 0 0 0 0 0 BAD

Copyright: Kenneth M. Matthews, 1979 ©

STUDENT ACHIEVEMENT DIAGNOSTIC QUESTIONNAIRE
(SOCIAL STUDIES SHORT FORM)

1. How much does your Social Studies teacher want you to learn?

STRONG 0 0 0 0 0 0 0 WEAK

2. How much do you want to do what your Social Studies teacher likes you to do?

STRONG 0 0 0 0 0 0 0 WEAK

3. How much does your Social Studies teacher want you to study?

LARGE 0 0 0 0 0 0 0 SMALL

4. How much will Social Studies help you in your future work?

SMALL 0 0 0 0 0 0 0 LARGE

5. How much do you like to please your Social Studies teacher?

LOW 0 0 0 0 0 0 0 HIGH

6. How much will Social Studies help you to be successful?

SMALL 0 0 0 0 0 0 0 LARGE

7. How important does your Social Studies teacher think Social Studies is?

LOW 0 0 0 0 0 0 0 HIGH

8. How much does your Social Studies teacher please you?

LOW 0 0 0 0 0 0 0 HIGH

9. How much will Social Studies help you to do what you want to do in life?

LARGE 0 0 0 0 0 0 0 SMALL

10. How much does your Social Studies teacher want you to do your best?

LOW 0 0 0 0 0 0 0 HIGH

11. How good are you at getting high scores in Social Studies?

HIGH 0 0 0 0 0 0 0 LOW

12. How much will Social Studies help you to live a better life?

LARGE 0 0 0 0 0 0 0 SMALL

13. How good a student are you in Social Studies?

BAD 0 0 0 0 0 0 0 GOOD

14. How much do you like the way your Social Studies teacher works with you?

LARGE 0 0 0 0 0 0 0 SMALL

15. What is your true ability in Social Studies?

LOW 0 0 0 0 0 0 0 HIGH

16. How good are you at learning Social Studies?

GOOD 0 0 0 0 0 0 0 BAD

Copyright: Kenneth M. Matthews, 1979 ©

STUDENT ACHIEVEMENT DIAGNOSTIC QUESTIONNAIRE FOR PRINCIPALS

1. How much does your principal want test scores to improve?
   STRONG 0 0 0 0 0 0 0 WEAK
2. How much do you want to please your principal?
   STRONG 0 0 0 0 0 0 0 WEAK
3. How much would higher student achievement help you?
   SMALL 0 0 0 0 0 0 0 LARGE
4. How much higher could your students' test scores be?
   HIGH 0 0 0 0 0 0 0 LOW
5. How much does your principal expect test scores to improve?
   LARGE 0 0 0 0 0 0 0 SMALL
6. How much do you want to make your principal happy?
   WEAK 0 0 0 0 0 0 0 STRONG
7. How much would higher achievement be to your advantage?
   SMALL 0 0 0 0 0 0 0 LARGE
8. How good are you at helping students raise test scores?
   BAD 0 0 0 0 0 0 0 GOOD
9. How much could your students' achievement be raised?
   LOW 0 0 0 0 0 0 0 HIGH
10. How much would higher achievement please you?
    LARGE 0 0 0 0 0 0 0 SMALL
11. How much does your principal try to make you happy?
    LOW 0 0 0 0 0 0 0 HIGH
12. How important are high test scores to your principal?
    LOW 0 0 0 0 0 0 0 HIGH
13. How good could you be at improving student achievement?
    GOOD 0 0 0 0 0 0 0 BAD
14. How much easier would higher test scores make your job?
    LARGE 0 0 0 0 0 0 0 SMALL
15. How much do you like the way your principal works with you?
    LARGE 0 0 0 0 0 0 0 SMALL
16. How much does your principal want higher test scores?
    WEAK 0 0 0 0 0 0 0 STRONG

Copyright: Kenneth M. Matthews © 1979